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CLASSICS for CHILDREN.

A FIRST READER

Stickney.



GINN & CO.

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GIFT OF

GEORGE ARTHUR PLIMPTON

OF NEW YORK

JANUARY 25, 1924

Classics for Children.

A FIRST READER.

J. H. (STICKNEY.)



BOSTON, U.S.A.:
GINN & COMPANY.
1893.

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ANNOUNCEMENT.

NO special originality has been sought in the plan of this First Reader. Following lines of method most widely approved and pursued, the author has aimed to give it pre-eminence rather in features common to all methods.

Chief among these are the following: —

Careful grading in text and type. Beginning with sentences of three words, it adds new ones slowly, and provides for abundant repetition. As sentences are gradually extended, changes of type accompany them so as to render the transition scarcely perceptible.

Brightness of style and vivacity in expression. We believe the readings will be found to be in an unusual degree spirited. Considered either in relation to language-training or vocal expression, gain in this direction must give substantial advantage.

Facilities for teaching by sounds of letters. While not distinctly a phonic reader, a course of training is indicated both in the use of short regular words, and in marked vowels, so as to provide for full teaching of phonics during the first school year if desired.

Indebtedness is here acknowledged to a large number of teachers whose aid and advice have been freely rendered during the preparation of the book.

NOTES ON METHOD.

Repetition of Words. — It has been the aim of the author to make natural occasion for the necessary repetition of words, yet the teacher may greatly multiply these by means suggested on page 1; namely, by using the new idiom of each lesson with all appropriate words as fast as they are learned. Thus, after *See my cow*, use *cat*, *dog*, *pig*, etc., in place of *cow*. This makes place for

Blackboard Teaching. — Keep the idiom *See my* in a convenient place upon the board as the permanent feature of the sentence, and write in new words from time to time calling for instant recognition of the change. This is

Sentence-Reading. — It is as unnecessary for children to read separately every word of a short sentence as it is for them to count *one*, *two*, *three*, each time they see the number three illustrated. Three is soon as easily known at sight as one, and when *See my cow* is really familiar, and *pig* equally so, the change in *See my pig* will be instantly detected. Proceed thus with each new idiom, and progress will be surprisingly rapid.

Phonic Training. — It is presupposed that teachers will wish to do more than teach each word, as an object, without helping the children to discover the harmonies of large classes of words similarly made. After *cow*, *cat*, *fan*, *nut*, etc., have been taught at sight, *how*, *hat*, *man*, *but*, etc., should lead to lessons in comparison, and the breaking up of spoken words into sounds and printed ones into letters. Other things being equal, the teachers who give time each day to word-building in the way here suggested will find their success greater and their work more agreeable.

Finding out Words. — By means of vowel-markings, most words found in the lessons, and a large class beside, may be studied out. Beginning with those of two or three letters, and giving a daily lesson, will soon bring such proficiency that little

teaching will be required beyond putting a few words upon the blackboard before the children enter the schoolroom. Curiosity will do the rest, though some teachers thread the words together afterward and make a pleasant language lesson.

Expression in Reading. — Special care has been taken in each lesson to give opportunity for varied shades of expression, and the reading will be enjoyed the more for making this feature prominent. It is without doubt sometimes overdone, but this error may be a safer one than its opposite. Any degree which does not overstimulate self-consciousness can do no harm. The rule should be, *Read as you would talk.*

Spelling. — Letter spelling comes with writing. The naming of letters in words at the head of the lesson gives practice in the alphabet, but memory should not be taxed to retain the succession of letters in a word at this time.

Writing. — The cover pages give means for identifying the script capitals and small letters. Reference should be had to them frequently. The script sentences given at intervals are for practice in writing.

Use of Lessons in Poetry. — A few pages have been given to this exercise. They are most effectively used by making the line teach the new word (see pp. 22, 75, 85, 86). This is the reverse of the usual process, in which the study of the words precedes and prepares for the reading. Words introduced in poetry should be afterwards used in different order in prose. It will be found that they are very readily learned.

Reviews. — More than twelve pages in the eighty-seven of reading-matter are given to reviews. This, with the constant care to make words reappear in the new lessons till they are familiar, insures thoroughness in teaching. It is recommended that pupils be allowed to read a review lesson only when they read the lessons which it reviews fluently. They are for tests rather than for drill work.

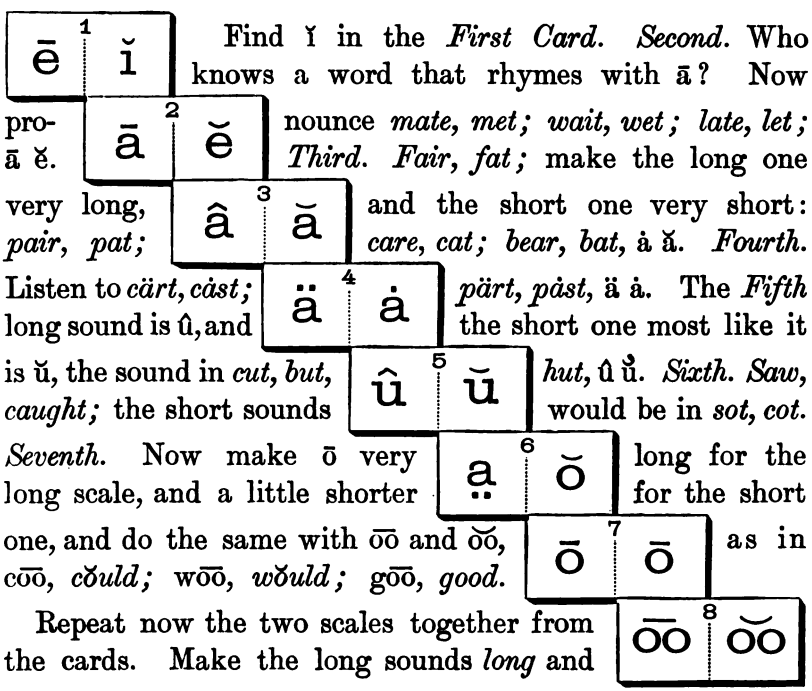
Spirit of Teaching. — We suggest, in concluding, that nothing in method or plan, or in the lack of it, has half the power of a happy atmosphere. Children grow in knowledge as they do in stature — by living in sunlight; and the teacher is the sun of her room. It should seldom be under clouds.

VOCAL EXERCISE.

TRAINING FOR THE EAR AND EYE.

ē ā â ä û ạ ō ọ (o͞o)

TEACHER: We will repeat together the Long Vowel Scale. Find in the cards the letters that stand for these sounds. Now say with me: *heat, hit;* one is long and one short,— *seat, sit; beat, bit; neat, knit; eat, it,*—ē ĭ.



Find ĭ in the *First Card. Second.* Who knows a word that rhymes with ā? Now pronounce *mate, met; wait, wet; late, let;* ā ĕ. *Third. Fair, fat;* make the long one very long, *pair, pat;* and the short one very short: *care, cat; bear, bat,* ȧ ă. *Fourth.* Listen to *cärt, cȧst;* *pärt, pȧst,* ä ȧ. The *Fifth* long sound is û, and the short one most like it is ŭ, the sound in *cut, but,* *hut,* û ŭ. *Sixth. Saw,* *caught;* the short sounds would be in *sot, cot.* *Seventh.* Now make ō very long for the long scale, and a little shorter for the short one, and do the same with o͞o and o͝o, as in co͞o, *co͝uld;* wo͞o, *wo͝uld;* go͞o, *good.*

Repeat now the two scales together from the cards. Make the long sounds *long* and *strong,* and the short ones *sharp* and *quick.* *Sing* each scale.

THE ALPHABET.

A	a	B	b	C	c
D	d	E	e	F	f
G	g	H	h	I	i
J	j	K	k	L	l
M	m	N	n	O	o
P	p	Q	q	R	r
S	s	T	t	U	u
V	v	W	w	X	x
Y	y	Z	z	&	&

FIGURES.

1 2 3 4 5 6 7 8 9 0.

1

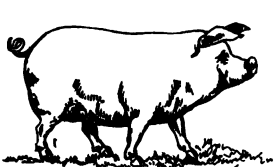
First Reader.



See	Sēe
my	mȳ
cow	cow

See my cow!

For Method, see Note, page iv.



a pig



my cat



a dog

Jack

a cat

I have



I hăve

a căt

Jăck's

I have a cat.
See my cat!

S

See Jack's cat.

J

Use **I have a** with cow, fan, rat, hat.



a fan



a rat

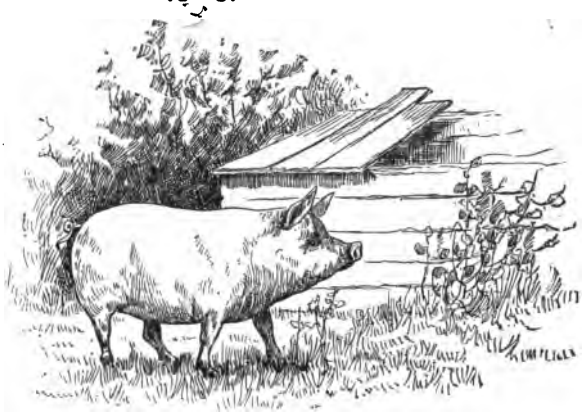


a hat

I căn

see

the pĭg



I can see the pig.

Can a pig see?

My pig can.

P

C

REVIEW I.

See the cow!

Can Jack see the pig?

I have a cat.

My cow can see a pig.

A fan A rat A hat

Use I can see a with other words.



Rŭn
I like
to
ănd
līke

R Run, run, dog. M

I like to see a dog run.
My dog likes to run.

The dog and the cat

I have a dog and a cat.
The cat likes the dog.
I like my dog and my cat.

REVIEW.

I have a fan.
See my fan!

See Jack's hat!
I can see the hat.

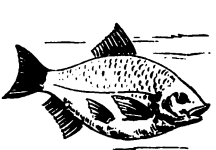
Can the rat see the cat?
See the rat run!

See my dog run!
I like to run.

See the cow and the pig!
Can a pig run?

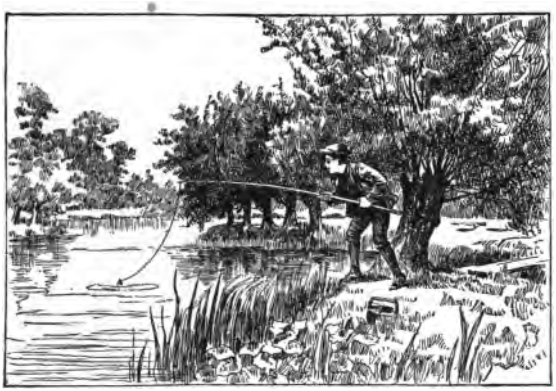


bird
fish



a bird

a fish



mē
fĭsh
cătch
one
Nĕd

I can catch a fish.
See me fish!
I have one. See, Ned!
F See me catch one! N

See me run! Catch me!

A
red
squirrel



Lit tle
bird I
fly You

flȳ bĭrd
lĭt tle
youū



I see you, bird. L
Can you see me?
My cat can catch a bird.
Can I catch you?

Can you fly?
I like to see a bird fly.
Fly to me, little bird.

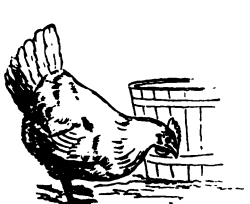
Use I like to in all possible ways.

REVIEW.

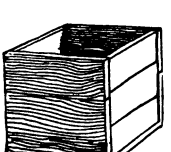
Catch my bird, Jack!
See my little dog run!
Can you see a fish?

I have one cow.
Have you a cow, Ned?
My little birds can fly.
Can you catch the bird?

I like my one little pig.
Can you see the pigs?
See the dog and cat.



The hĕn
The bŏx
One hen



hăs

hĕn

lĕt

ĭn



bŏx

ĭt

gō

out

H

Ned has a hen.
Can you see it in the box?
Let the hen go, Ned.
Hens like to run.
Can the hens fly, Ned?

G

One pig is out.



One pig is in.



What
dọ Do
fôr twọ

W D

My two cows.
See the cows!

What do the cows see?
Do you see Ned, cows?
Ned likes to go for the cows.
Do you let the cows run, Ned?
You have two cows.
My dog can go for the cow.

What is it? A nut?
Yes n ŭ t—nut



kĭt tў

now

mēat



He is

fŭn nў

Jŭmp

See what my kitty can do!
Jump now, kitty!
He is a funny kitty.
Do jump for me, kitty.
Let Ned see you jump.
Now you can have the meat.



A girl.

A nest.

An egg.

K	E

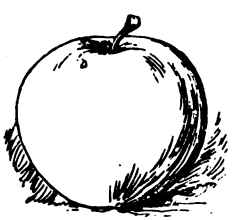
REVIEW.

Do you like the hens?
I do; and I like my birds.

What have you in the box?
It is meat for the dog.
Can he jump for it? Yes.

Go for the cows now, Ned.
Let me go. I like to go.
What a funny hat you have!

Can you catch a fish?
See, Ned has one now.
See kitty jump to catch it.



See what I have.
It is a red apple.
An ăp′ple.

FOR REFERENCE.

and	see	pig	to	rat
cat	run	cow	go	hat
fan	dog	can	like	likes

IDIOMS.

1. See my little kitty!
2. I have a fish.
3. I can see a bird.
4. I like to catch fish.
5. The cat has a bird.
6. Can a pig jump?
7. Let me see the cows.
8. Do you like to run?
9. What do you see?
10. It is my dog. He can jump.

fish	catch	what	do
bird	fly	for	it
have	little	is	in
you	he	one	two



squir rel
pĕt
nŭts
ēat nŏt
gĭve
fēēd

See my pet!

I give it nuts to eat.

Have you a pet squirrel? Yes.
What do you give it to eat?
Do not give a squirrel meat.
I like to feed my little pet.

Use **Have you a** with other words in oral and script exercises.

hôrse
wĭll
gråss
here
she
yĕl lōw



Here, Kitty; see what I have.
Oh yes; she sees me now.
I have an apple for you, Kit.
One for you, and one for me.
Kitty is my horse.
She will eat grass and apples.



Here is my chĭckĕn.
It is yĕl lōw.

cȯme		plāy
hŏŏp		tāke
gĭrl		Jĭm mў
Frĕd		brȯth ĕr
ȯ ŏŏ		ĭ ā ĭ ĕ

Will you come out and play?
Do come out, little girl!
Jimmy and Fred will play, too.
Here is Fred. He is my brother.
I will let you take my hoop.
And I will give you an apple.

REVIEW.

Come out and see my squirrel.
Have you a pet squirrel?
Yes; and brother Jack has two.

The horse will not eat nuts.
She likes grass and apples.
See me give Kitty an apple.

Have you a hoop?
Let Ned play, too.
Oh, no! Hoop is girl's play.

This is
our baby.
bā bў

Use **This is** with
other words.



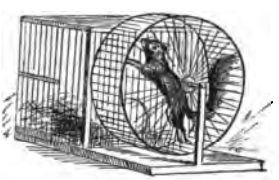
Bun ny us cage each of Bil ly

This is for Billy.



See! it is a bird in a cage.

This is for Jack.



Bunny is in a cage, too.

This is for me.



What is it?

A pet for each of us.

A pet for each of us.

Dōn't
nĕst
a wāy
Mā rў
măm mä
äre bȳ



What play is this, Mary?
Don't you see, mamma?
This is our nest. Ned is a bird.
He will fly away by and by.



Here are four
ducks.
fōur dŭcks
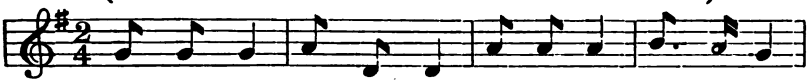


store
good
buy
ȧsk
māy
sĕll
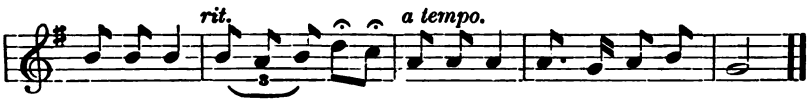
We will play store now.
May I be the one to sell?
Yes. I will come and buy.
What is this?
It is feed for a bird.
I will buy it. I have a bird.
Have you good apples to sell?
Yes. Here are four apples.
I will take two.
What do you ask for an apple?

A PHONIC SONG.

(FOR OCCASIONAL USE IN TEACHING VOWELS AND CONSONANTS.)



m - ā, mā; m - ē, mē; m - ī, mī; mā, mē, mī.



m - ō, mō; mā, mē, mī, mō; m - ū, mū; mā, mē, mī, mō, mū.

Repeat the song with other consonants.
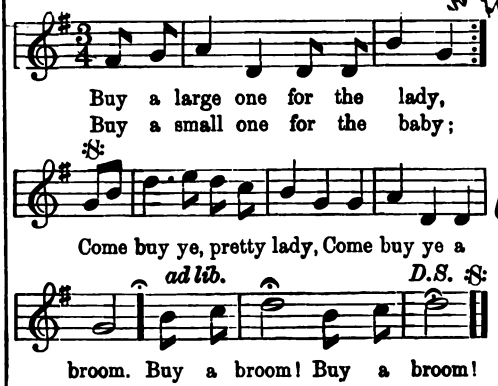
SUMMARY OF CONSONANTS.

LIPS.		TEETH.		BREATH.	
p	pack.	f	fine.	wh	when.
b	back.	v	vine.	h	hen.
w	we.	TEETH AND TONGUE.		TIP OF TONGUE.	
m	me.	th	three.	t	time.
		th	thee.	d	dime.
TONGUE AND PALATE.					
s, c	sent, cent.	l	let.	k, c	kick.
z, s	buzz, has.	n	net.	g	gig.
sh	shy.	ch	chest.	r	ray.
zh	——.	j	jest.	y	yay.
ng, n	sing, think.	x (ks)	box.	qu (kw)	queen.

lärge lā dў smą̈ll broom

Buy a large one
for the lady,
And a small one
for the baby;
Come buy ye,
pretty lady,
Come buy ye
a broom.





SIGHT READING.

I.

Here is a store, Mary. Let's go in.
I can see apples.
I will ask the lady for one.
Oh no, don't do it! Don't ask!
I will ask my mamma.
She will give each of us one.

II.

Bunny is my little red squirrel.
Each of us has a pet.
Billy has a bird. Jimmy has a fish. I have Bunny.



fly



bee



bug

III.

Mamma, here is a lady!
She has brooms to sell.
Will you buy one?
You may ask her to come in.
Will you buy me a little broom?

IV.

Oh, Billy, here is a nest!
Come and see. It has an egg in it.
Let me take the egg.
I will let mamma see it.
Don't take the egg away.

REVIEW.

la dy	brooms	egg	buy
ba by	bird	let	ask
a way	Bil ly	sell	her

Bĕg

wĕll

Jip



thêre

if

again

Beg for it! Beg, Jip!

See, it is meat! Beg, sir!

You can not have it if you do not beg.

There, mamma, see him now.

Do it again, Jip. Beg again.

There, now you do it well.





cärt pȧ pä
lo͝ok wh͡ere

Is this you, Jip?
W͡hat are you here for?
Where is papa?
The cart is here.
Well, he is not far away.
Where can he be?
Look in the hut.
He is not in there.
Look, there is the horse!
Yes; and there are all our men.
Oh, yes! I see papa now.

färˇ
hŭt
mĕn



lĭve shoes yoūrs lŏng ŏff

How do you do, little boy?

What funny shoes you have on!



We do not have shoes like yours.

Do you live a long way off?

What do boys do where you live?

Your cap is pretty, but I don't like your shoes.

Have you come here to live?



Quack

said

äll

thrēe.



fīve

sĭx

sĕvĕn

eight

pŏnd

Quack! quack! said the duck.
Are you all here?
Let mè see. One, two, three, four, five, six, seven, eight.





SIGHT READING.

Where did you get your cart?
Papa got it for me. Get in, and I will be your horse.
How far will you go, Jack?
Oh, a long way!
Don't run off with me.

Can you see all the ducks?
I can see seven.
There are eight in all.
Do the ducks go to the pond.
The small ones do not.

What did mamma say?
She said, Take off your shoes, and put away your hat.
Do not go out again all day.

WHAT ARE THEY DOING?



spar row you're
do ing

Little sparrow, come
and say

What you're doing
all the day.

Little fly,  come here
and say

What you're doing all the day.

Little bee, come here
and say

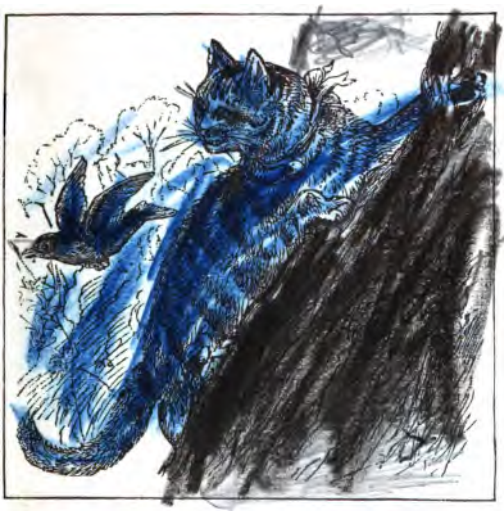


What you're doing all the day.

up on went down tree ran

Little Robin Redbreast sat upon a tree;

Up went Pussy Cat, down went he.



Down went Pussy Cat, away Robin ran.

Said little Robin Redbreast,
"Catch me if you can!"

FOR SPELLING BY SOUND AND LETTER.

ran-	down	tent	catch
man	town	lent	patch
pan	gown	went	match

wish could find mēal lēaf



This little chicken said, I wish I could find a little fat bug.

This one said, I wish I could find some nice yellow meal.





And this one said, I wish I could find a little green leaf.

I wish **I wish I could**

Little girl, little boy, what do you wish for? And what do the sparrow, the fly, the bee?

pĭc tūre stĭll ŏf thĕm măn tāk ĭng



Look at this boy and girl.
They are Sam and Nell.
The man is taking a picture of them. They have to sit still.

Will you give me a picture?
This large one is for papa.
You can have a small one.

gär dĕns	Jōe	Bĕs sĭe
rōs ĕs	lĭl ĭes	hĕlp



Joe and Bessie have gardens.
This one is Joe's.
It has roses and lilies in it.
Bessie's is not so pretty.
She lets the grass get in it.
Joe will have to help her.

See what we have for you, mamma.
We got them out of Joe's garden.
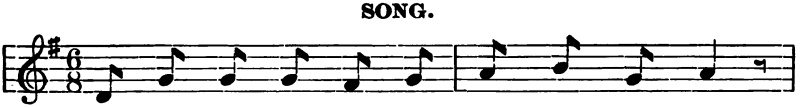
Pus sy caught mouse chair
Queen under been

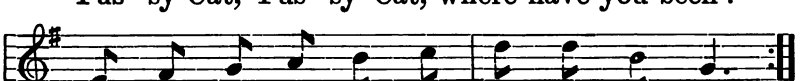


Pussy Cat, Pussy Cat,
where have you been?
I've been to London
to look at the Queen.

Pussy Cat, Pussy Cat, what did
you there?
I caught a little mouse under her
chair.

SONG.





I've been Have you been? has been.

REVIEW.

What have you, Bessie?

Some roses and lilies. See how pretty the lilies are.

Where did you find them?

A lady sent them to mamma.

I am taking them to her.

Can I help you, Joe?

Yes. You may give some meal to the ducks.

May I give some to Queen?

Dogs do not like meal.

I have some meat for her.

Sit still, Jimmy! I will take your picture.

There! this is not a good one.

You did not sit still.

I will try again. You may sit in this chair.

REVIEW.

Let's go fishing! Joe has been fishing in our pond.

He caught four large fishes and seven small ones.

Where can we get some worms?

Down in the garden.

Papa said we could not go there.

We can find some under the trees. Will you come and help?

See the apples on this tree.

I wish we could have some.

Mamma said we could not have green apples.

This one is not green. I got it under the tree.

Here are two red ones. Take them to mamma. Ask her if we may eat them.

hurt was sting use soon
mug cup milk



What hurt you, Tim?
Did a bee sting you?
Don't cry. Try to be a man.
It will soon get well.
Is there milk in this can?
If there is, we will have some.

May I have it in this mug?

Yes, you may use the mug. I use the cup.

See the bee on the lilies.

He can not sting lilies.



glad gun fire took hand

Here is papa's gun.

I am so glad. I can look at it all I wish.

There is no one here to say no.

I wish I could see papa fire it.

He will not let me.

I'd like to fire a gun.

Brother Ben says he can.

It will not hurt me to look at it, any way. I am going to do it.



sor ry shot foot poor know

May did look at the gun.

She took it in her hand.

You see her doing it in the picture.

"It cannot hurt me, I know," she said.

Poor little girl! The gun did hurt her.

It went off in her hand.

She is sorry now that she took it.

She shot her foot. Three toes are shot away.

"I did fire a gun, Ben," she said; "but I do not wish to again."

dolls par ty clothes wash ing
hangs go ing



There is to be a dolls' party.

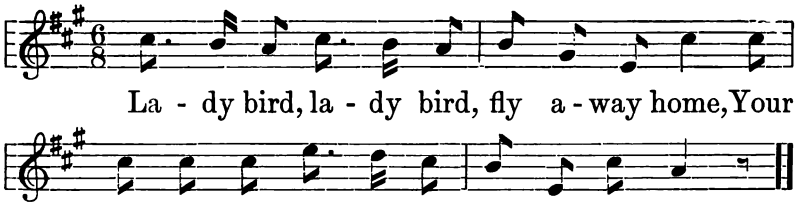
Our dolls are going, and we wish to have them look nice.

Don't look at the poor things now. They will look pretty at the party.

I do the washing, and Nell hangs the clothes up to dry.

home house children burn

SONG.





Lady bird, lady bird, fly away home,
Your house is on fire, and your children will burn.

Ida guess
morn ing
any thing
some thing
town can dy

Good morning, Ida.

How do you do?

Where have you been so long?



I've been to town with mamma.

What have you in your hand?

Did you buy anything?

Mamma did. Guess what this is.

Something good to eat—candy?

No; not candy. Guess again.

This house to let.

[Inquire within.]

why high

we'll just



"Why, it's just the thing," said
little Mrs. Robin;
"I'll ask the rent: if it's not too high
We'll come and live here,
Robin and I."

Mr & Mrs Robin

ask	task	rent	sent	just	must

care think want grandpa over



What do you think we have at our house? See if you can guess.

I can't. Tell me!

It is a little baby brother. You can see him if you come over.

Mamma says he looks like me.

I am going to give my bird and squirrel away.

You can have them if you want to.

Brother is going to be my pet.

I want to help mamma take care of him.

Grandpa says funny things to baby. He wants to buy him, but mamma and I can't let him go.

Good by! I can't play any now.

REVIEW.

Look at Mr. May's house!

It is all on fire.

Why, so it is. Run! run!

All the men and boys in town ran, too.

But they did not put the fire out.

The house was all burned.

What will the May children do? asked Bessie.

They have not any home.

May I ask Ida to come to our home?

Yes. But Mr. May will find a house soon.

Ida may have some of my clothes.

Here is Fred. Is the fire out, Fred?

No. I came to get something for the men. A man has hurt his foot.

Did the fire burn it?

No. But one man has a bad burn on his hand.

I am glad the children did not get burned.

Yes. So am I. But I am sorry they have no house to live in.

toes rope hap py heart
goes mer ry sor row



Over your head
and under your
toes,
That is the way
the merry rope
goes.

Up with this foot,
Down with that;
Happy heart
goes pit-a-pat.
Over care and
over sorrow,
Skip to-day and skip to-morrow.

It is a merry, pretty play.

Don't jump long. That will be bad for heart and head, too.

please

hide

such

shall

bas ket

ate



Don't look at me. Please don't.
I've been such a bad boy.
I came to this basket to hide.
Shall I tell you what I did?

Mamma sent me to the store to buy some candy.

And I ate the candy all up.

I am so sorry. What will mamma say? Will you tell her?

Roxy shut table door does



Yes, Roxy, I am going to shut you up.

You do not mind me at all.

Your shoes are in this chair, and your new hat is under the table.

Shall I shut the door?

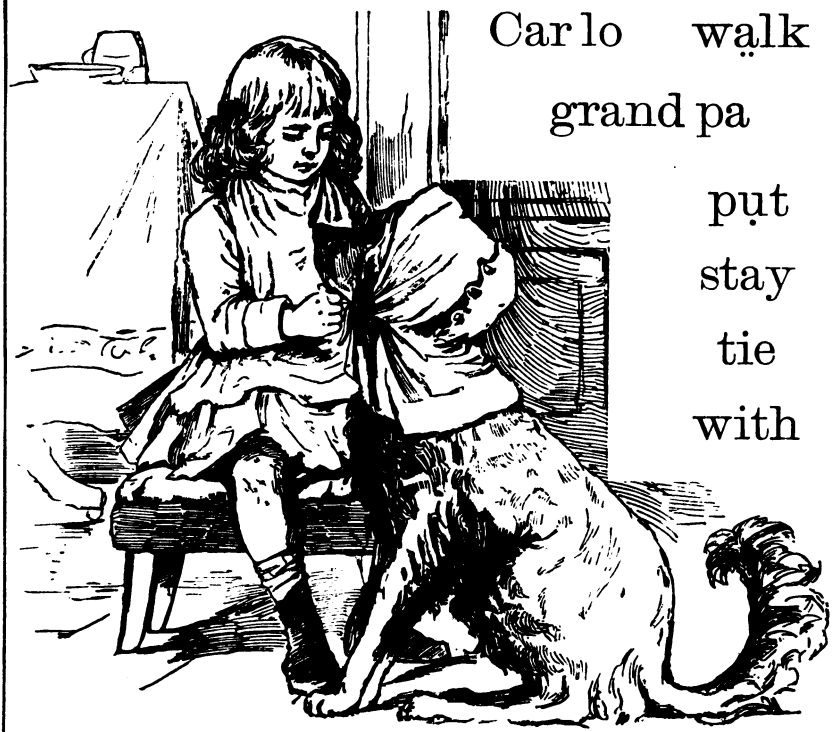
Yes. All mammas do. It will help make you good.

It does no good to cry, Roxy.

What did you ask?
Does my mamma shut me up?
No! I take care of my things.
I am a good girl.
Mamma does not have to shut me up.

There, be still! Don't cry!
If you are good you can come out again soon.
Will you be good now?
Well, I will try you.

Roxy did try to be good.
She did not want to be shut up.
Nell put on her best clothes and took her to see Ida.
"Roxy has been a bad girl," she said, "but she is going to be good now."



Car lo walk

grand pa

put

stay

tie

with

Mamma says I must go out for a walk, Carlo.

Come, you shall go with me.

I will get my new hat.

I want to see how you look in a hat.

Let me put it on your head.

Why, I cannot make it stay on. It is too small for your head.

I wish I could go without a hat. Do you like to go with no clothes on, Carlo?

Here, try this sun-bonnet! I can tie this and make it stay, I guess.

How funny you look! We will go over and see grandpa. Let him see you with a bonnet on.

Speckle warm keep hatching

Where can Speckle be? I can't find her anywhere.

She has not been here for a long time.

I can tell you. I know. She is on her nest in the basket.

Cock-a-doo-dle-doo! I see. Why are you staying so long in the basket, Speckle?



I'm hatching my eggs. I stay to keep them warm.

I shall soon have a nice nest-full of chickens.

knife lost need most gave back

Where do you think my knife
can be?
Jack says he gave it back to me



When we were out at play.
And now it's lost—what shall I do?
I need it most of all.

REVIEW.

Look at my new play-house.

This is the door to it. I can shut it, if I want to.

Grandpa is going to make a table and some chairs for it.

My doll has new clothes. I have just made them for her.

See her yellow bonnet. She has it on when she goes to walk.

I'll put it on her head.

There, isn't she pretty?

This basket is for Speckle to lay eggs in.

There was an egg in it to-day.

I shall look for one to-morrow.

Papa says Speckle hides her nest. She does not want us to find her eggs.

When she gets a nest full she wants to hatch them.

Papa has shut her up. He needs to use the eggs.

What a big dog you are, Carlo. You are as high as I am.

I cannot run with you any more. Stay here and keep still. It is too warm to run.

I shall be so happy to-morrow.

Mamma is coming home.

She has been in Boston.

I hope it will be a nice day.

She will have something for me, I think.

If she has anything good to eat, I shall give you some of it.

King when Queen



FOR WRITING.

When I am King
You shall be Queen.

When I am King, | You shall be Queen.

Scamp bells hēar
Bos' ton cross neck
trīes lap



This is my dog, Scamp. Papa got him for me in Boston. See the bells on Scamp's neck. He will not get lost if he has bells.

I shall hear the bells and go where he is.

The boys think Scamp is cross. He is not cross to me.

My kitty does not like Scamp. She runs when she sees him. She was up in a tree all the morning. We could not get her to come down.

Papa takes Scamp and kitty in his lap. It is fun to see them.

Kitty will not lie still. She tries to get away

Papa says she will like Scamp by and by.

She thinks that he will hurt her.

That is why she goes up in the tree.

Papa wants her to know he will not.

lap	bells	lost	neck
cap	wells	cost	peck

Dā′ vў	streēt	bâr′ rel	wạ′ ter
from	drive	tail	fi̇̀ne



This boy is Davy. He is a good boy.

He does not ask to go out in the street to play.

He finds nice ways to play at home.

See the horse he has made! He feeds it and gives it water. He does just what his papa does with his horse.

Do you see what it is made of?

It is a barrel. He got the legs from two old brooms. His brother helped him put them in.

He has a good cart, too.

See what a fine head Davy's horse has.

His papa made that.

The tail is nice. Do you see what it is? His mamma gave it to him.

Davy has just got home from a drive.

Now he is going to put his horse in the barn.

"I must take good care of him," he says; "I shall drive again to-morrow."

"Why don't you go horse-back?" asks Joe.

REVIEW.*

hear	ever	shut	know
when	from	soon	keep
need	blue	walk	full
glad	mind	with	warm
most	knife	queen	stay

* Make these words useful in sentence-making,—in oral or script language exercises.



äunt

sis'ter

naugh'ty

kicked

foot

time

hope

Ned was cross one day. He kicked his little sister and made her cry.

His aunt saw him. "Come to me, Ned," she said. "Let me look at that foot.

"What has it been doing?

"It is a naughty foot. I must do something for it."

She made Ned lie down. "We will tie up this naughty foot," she said.

So she tied it all up as you see in the picture.

"Lie still," she said, "till I tell you to get up. This foot must have time to get well."

Pretty soon John came to play with Ned. "He cannot play this morning; he has a bad foot," said Ned's aunt.

"Oh," said John, "that is too bad. Did he hurt it?"

"No," said his aunt; "he kicked his sister with it. I hope it will soon be well."

Ned did not look up. I do not think his foot will be naughty again. He looks sorry. Don't you think he does?

crīed bōwl stopped tēars dēar

cure
would
nev′er
ev′er y



Tommy was a cry-baby. He cried at every thing.

No one liked to play with Tommy. Ann said she would try to cure him.

She did it in a funny way.

One day she got a big bowl. "Now,

Tommy," she said, "I am going to catch all your tears.

"We will get this bowl full of them, and I will buy a little fish to live in it."

Tommy stopped crying to hear what Ann said.

That time there was but one tear in the bowl.

"Something will make you cry again soon," said Ann. And so it did.

Ann came running to him with the bowl, and Tommy stopped again.

"Dear me," said Ann, "we shall never get the fish, Tommy."

"I don't care for the fish. I don't like to be a cry-baby. I am not going to be any more," said Tommy.

So Ann did cure him. Was it not a funny way?



Rob'bie

crutch

hard

brave

pāin

schōol

cake

Christ'mas

The boy in the chair is Fred. Do you see the crutch? It is for him.

He had a bad fall, and hurt his foot.

He has been in bed a long time. Now he can sit in the chair.

It is hard to keep so still. Fred tries to be brave, and not cry with the pain.

Robbie King has come to see him. He is on the way to school.

How glad Fred is to see Robbie.

"Here is an apple for you, Fred. The cake is from mamma. When does the doctor say you will be well?"

"He does not say. Papa thinks I shall walk by Christmas.

"The doctor wants me to use my crutch. But it hurts me to try.

"He says I may go to school when I can walk with my crutch. Papa can take me there. See me try to walk now."

"Oh, don't, if it hurts you."

"The doctor says I must keep trying. I don't mind a little pain.

"Tell the children I shall be back to school soon."

pic′nic Jen′ny a bout′ flow′ers

lunch



All the big children went to a picnic.

Little Jenny was left at home. She was too small to go so far.

"What is a picnic, mamma?" she asked. "What will the children do?"

"Oh," said her mamma, "they will run about and play.

"The girls will look for flowers. Some of the boys will catch fish. They have a lunch to eat under the trees."

"I wish I could be there. May I have a little picnic out by our pond?"

"Yes, and I will send you your lunch."

"Oh, that will be nice."

In the picture, you see little Jenny at her picnic. See, she is having her lunch. What do you think is in the bowl?

"The cows came to my picnic, mamma," she said.

"Did you give them some of your lunch?"

"Oh, no. Cows do not eat milk.

"They give milk to us.

"They like grass to eat. And they get water to drink at the pond.

"I came home when the cows did. Was that a good time?"

"Yes. The cows know when to come home."

"Here are some flowers that I got. They are for you.

"I put them in my bowl.

"I had a nice picnic. I shall tell the children about it. Here they are now."

REVIEW.

sis'ter	kicked	cried	salt
would	naugh'ty	pain	hard
crutch	school	aunt	hope
lunch	wa'ter	drink	brave

PAIRS OF WORDS.

would	cried	lunch	hope
should	dried	bunch	rope

cheeks
cel′lar
Pat′rick
ash′es
Lu′cy
gŏne
dēar

pulled
paint′ed
shook



Lucy had a new doll. It was a nice pretty one. It had red cheeks and brown hair.

"She is the best doll I ever had," said Lucy. "I shall play with her all the time."

One morning dollie was lost. Lucy could not find her any where.

Poor little girl, she could not help crying.

"I will buy one just like her," said her papa.

"No," said Lucy. "May be she did not like to live here. I will play with my old dollies, and with Snip."

Snip was Lucy's pet dog. He ran about every where with Lucy.

He was so small she could take him in her lap.

One day Lucy and Snip went down cellar with Patrick.

"Don't dig in the ash-barrel, Snip," said Lucy. But Snip did not mind.

"He must have put a bone in there," said Patrick.

Snip pulled something out.

"What is it?" asked Lucy.

Snip came to give it to her.

It was her dear lost dollie.

Patrick shook off the ashes. "She is just as pretty as ever," he said.

Her red cheeks were gone; but Lucy's sister painted them again.

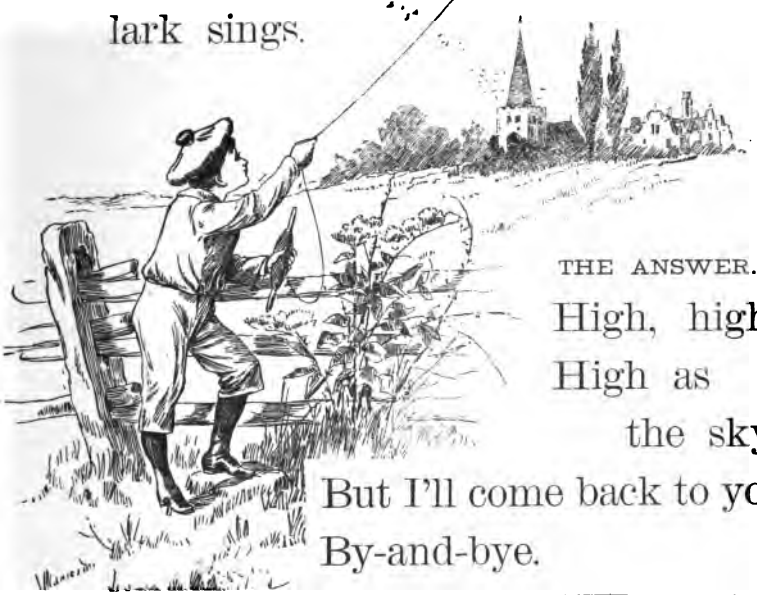
She made her a new dress, too. Lucy was as happy as a bird.

"I will take care of her now," she said. "Snip shall not get her again."

Snip looks at dollie sometimes, but Lucy says, "No, no, Snip. Don't take my dear dollie."

SONG TO THE KITE.

Fly away, away, Kite,
Fly away, away,
Like a painted bird, Kite,
With your tail so gay.
Round the happy sun, Kite,
As if you flew with wings,
Up among the bright clouds,
Where the sky-
lark sings.



THE ANSWER.

High, high!
High as
the sky;
But I'll come back to you
By-and-bye.

"Why does the boy say 'Where the sky-lark sings,' mamma?"

"Sky-larks fly high, and sing flying."

"Did I ever see one?"

"I do not think you ever did."

"I'd like to have a kite, mamma."

"You are too small to fly a kite."

"Tom would help me, if I had one."

"If you would like a kite, Tom and I can make one, I think."

"Can I help any?"

"You can make the tail."

"What shall we do for a string?"

"I have one that you may use."

"Will it let my kite go up as far as the clouds?"

"We shall see."

"I'll go and find Tom now"—and away ran gay little Jack.

farm	fä′ther	mȯth′er	fresh
wôrk	mȯn′ey	pres′ents	ōwn



John lives on a large farm.

His father has cows, pigs, ducks, and chickens.

John helps his father do the work. He has come to this house to sell eggs.

The lady calls John her egg-man.

"I like your eggs," she says. "They are so large and fresh."

John has some hens of his own. He takes all the care of them. The eggs they lay are his. He can do what he likes with them.

What do you think John does? He gives some away. To-day he will take a basket to a poor lady. He sells some of the eggs. This lady buys them.

"What will you do with the money, John?" she asks.

"I am going to buy presents with it," says John.

"I want to get presents for mother, father, grandpa, and my little brother and sister."

then	few	a gō′	tōrn
while	sup′per	seek	ice′ cream



Did you ever go to a party?

May Brown had one a few days ago.

Eight girls were there.

They played hide and seek a while. Then there was a rap at the door.

Two of the girls went to see who was there.

It was a little girl. She was about as large as May.

"Have you come to the party?" asked Bessie.

"I do not know what a party is," she said. "I came to ask for something to eat."

"I'll ask mamma to let her come to the party," said May.

She had no shoes on, and her dress was old and torn. But her face was pretty.

"I know you are a sweet little girl," said May's mamma.

"I am going to put some shoes and a nice dress on you. And you shall play with the children."

So there was one more at the party.

In a little while they had supper. It was out under the trees in the garden.

All the girls sat down on the grass.

"Do you like icecream?" asked May.

"I don't know," said Mary. "I never had any."

"You can have all you like. There is more in the house."

"How shall I eat it?"

"We will show you. We all like icecream."

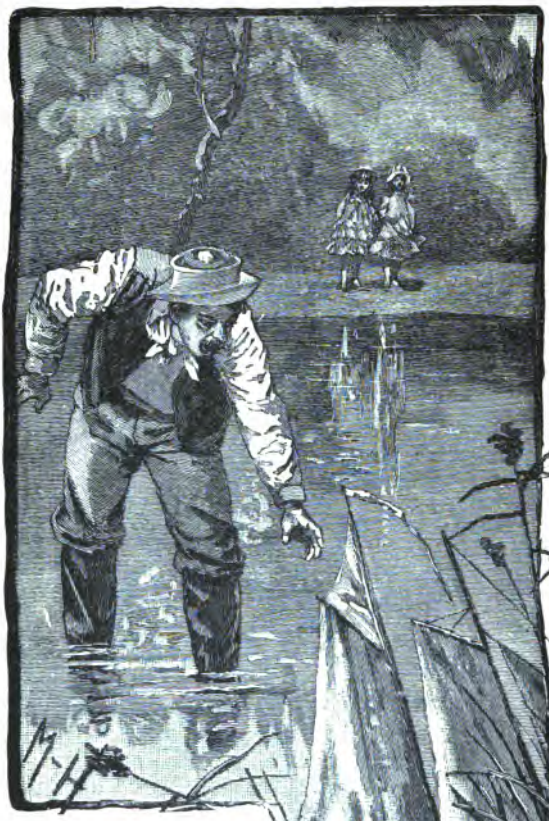
They had cake and candy and apples. Mary had some of all.

"How nice a party is," she said.

When supper was over they played again.

"You shall come to my party, too," said Bessie.

"And to mine," said all the girls.



rub′ber
boots
win′ter
skate
ship
won't
Ab′by
their

Abby and Lu had a ship. One day they lost it.

It got caught so that they could not get it.

"Oh, dear! Oh, dear!" cried the girls. "What shall we do?"

In a little while a boy came along.

"Do, please, try to get our ship for us," asked Lu.

"I can't," he said; "no one can. When winter comes I'll skate to it."

"It won't be winter for ever so long," said Abby. "Oh, dear! Oh, dear!"

Lu went to ask her brother Tom.

"I could if I had a boat," said Tom.

That did not help any, so they went to Abby's mamma.

"I'm sorry," she said. "Don't cry about it. I think you will have your ship again. Go and talk about it with grandpa. He will find a way if any one can."

"I know just where it is," said grandpa. "A little kitty got over there last winter.

"She cried and cried, but we could not get her to come into the water."

"What did you do, grandpa?"

"John put on his rubber boots and went over for her."

"Then can't he go for us?"

"You may go and ask him. I think he will."

The picture tells the rest. What is it?

"We will put a string on our ship. It shall never get lost again," said the happy girls.

So they have their ship to this day.

REVIEW.

par'ty	sup'per	win'ter	fa'ther
farm	pres'ents	moth'er	pulled
round	paint'ed	clouds	cheeks

lon'ger	flies	limbs	sleep
stron'ger	rise	rests	peep

What does little birdie say,
In her nest at peep of day?
"Let me fly," says little birdie,
"Mother, let me fly away."

Birdie, rest a little longer,
Till the little wings are stronger.
So she rests a little longer,
Then she flies away.

What does little baby say,
In her bed at peep of day?
Baby says, like little birdie,
"Let me rise and fly away."

Baby, sleep a little longer,
Till the little limbs are stronger.
If she sleeps a little longer,
Baby, too, shall fly away.

leaves	mead′ow	heard	loud
danced	sing′ing	knew	grow

"Come, little leaves," said the wind one day;
"Come o'er the meadow with me and play.
Put on your dresses of red and gold,
Summer is gone, and the days grow cold."

Soon all the leaves heard the wind's loud call;
Down they came fluttering, one and all.
O'er the brown meadows they danced and flew,
Singing the sweet little songs they knew.

In teaching poetry, time will be saved and interest secured, by letting the children *repeat* the verses, and point out the difficult words. A lesson in poetry should be followed by one similar to that on page 87, either in script or print.

"The summer is gone, little leaves," the wind said one day.

"Won't you come down from the tree and dance with me in the meadow?

"You must put on your new clothes, your red and gold dresses. It is going to be cold now. We will dance to keep warm."

I heard the loud call. I knew the little leaves would go.

So I went to the brown meadow to see them dance and play. I heard them singing their sweet songs. I saw them dance with the wind.

"Where will you go when the dance is over?" I asked.

But they did not tell me. The wind called "Come! come! come!" and away they flew. When I went to the meadow again they were all gone.

VOWEL SOUNDS AND MARKINGS.

FOR REFERENCE.

LONG VOWEL SCALE.

ē ä â ä û (ẽ ĩ) ạ ō ọ (o͞o)

SHORT VOWEL SCALE.

ĭ ĕ ă ȧ ŭ ŏ ọ (o͝o)

DUPLICATES.

ę like ā. ê like â. ô like ạ. ụ like ọ.
ȯ " ŭ. ạ " ŏ. y̆ " ĭ.

DIPHTHONGS.

ī(ȳ) oi ou ū

CLASSIFIED SOUNDS.

a in căt, Kāte, cär, càst, cạll, câre.
e in mĕt, mē, hẽr, thêre, theẏ.
i in pĭn, pīne, bĩrd, pïano.
o in nŏt, nōte, dö, còme, fôr.
u in fŭn, ūse, pụll, cûrl, trụe.

brō′ ken
sō′ ber
sē′ cret

sea′-shore
shĕlls
frĕsh

fault
mounds
soft′ ly



One, two, three, four, broken clothes-pins in Benny Blake's garden.

"What are they for?" I asked.

Benny looked sober. "I put them there, auntie," he said.

"What for, dear?"

"It's a secret with mamma and me,—a very great secret."

"I hope it's a nice one," I said.

"No—not—a very nice one. I've had ever so many better."

Benny was a dear boy. I did not think the secret was a bad one.

He looked so sober I did not try to find it out.

The next summer we were at the sea-shore,—Benny, his mamma, and I.

One day Benny made a sand-garden. It had a wall of pretty shells.

He watered the flowers to keep them fresh.

When the garden was full, he took us to see it.

He did not look sober this time.

"The shells look better than broken clothes-pins, mamma," he said.

"Yes, dear," said his mamma softly.

"You may tell auntie about it now."

And I will tell you, little children.

Benny had one very bad fault. He would sometimes tell a lie. And when he did, his mamma put down a clothes-pin. It was right by the side of a flower.

All summer he had to see them. And when winter came they made four little mounds of snow.

I do not think they will be there any more. Benny thinks they have cured his fault.

Write from dictation came, bad, any,—ever, next, keep,—did, find, lie,—for, more, took,—full, cure, mounds; mark the sounds of the vowels.

o'clock' ground spray laughed
to-night' col'ors smile um brel'la



"Mamma," said Harry, "may I water the flowers for you to-night?"

Harry's mamma was to be away all day.

"Yes, but take care not to step on the beds."

"I will," said Harry. "Give them all the water they want. The ground is very dry. Do it at seven o'clock."

"Yes, mamma," said he. "I will."

It was a pretty garden. There were flowers of all colors in it—red, blue, white, yellow, and pink. Harry liked to help take care of it.

Best of all he liked to use the watering-pot. It was a new red one.

"It is nice to make the spray fall on the flowers. They all smile back at me," he used to say.

As night came on the sky began to look dark.

"Oh," said Harry, "see the clouds. I hope it will not rain."

It did rain a little at seven. Harry got the watering-pot and began his work.

"Harry, Harry," called Sarah, "come in out of the rain."

"Do let me stay out a little while," said Harry. "The ground is very dry. Get me an umbrella."

Sarah laughed, but said he must come in.

Sarah was the hired girl.

In the morning Harry went to his mamma's room.

"I am sorry," he said, "but I could not water all of them. Sarah called me in. Will it do if I water them now?"

"Why, Harry," said his mamma, "don't you see how well they are watered. It has rained all night."

"Why, yes," said the little boy, "I did not think of that. God watered them from the clouds. He did it better than we could."

"Yes," said his mother, "much better."



No' bod y owned break' fast watch
be cause' mit' tens hood cape yard

We called her Nobody's cat.

That was because no one owned her.

She used to come to our back yard to get food.

"She is a good kitty," I said. "I will give her bits from the table, and a dish of milk."

So, after breakfast, I fed her from the window.

After that, she came every day.

Nobody's cat had a white head, neck, ears, and paws.

They made her look as if she had a hood, cape, and mittens.

She was a wise cat. On cold mornings, she would watch till some one came out with warm ashes.

Then she would jump into the ash-barrel to warm her toes.

If she caught a mouse anywhere she used to come with it to our window. She would play with it a little, and then eat it.

One day, I had to go down to the yard for something. Nobody's cat was there.

She ran away; but when I called, she knew me and came back again.

No one else could get near her. It was because she did not think they would be kind.

It is better to show kindness.

When winter came I moved away.

I was sorry for Nobody's cat.

"Who will care for her now?" I said. "It may be some kind lady will come here to live. I will put a letter on the window about Nobody's cat." And I did. It was all I could do for her.

nar′ row	flights	stairs	pale
young	be gan′	fruit	flow′ ers



This young lady is Miss Bird.
See what she has upon her arm.
Would you like to know the story?

Miss Bird is a long way from home. She is going to a very narrow street. The houses in it are old and poor.

When she gets to the right one, she will go up three flights of stairs. On a bed, in a low room, she will find Johnnie.

Johnnie is a poor, pale boy. He has been there a long time. He fell down the narrow stairs, and hurt his back.

Poor boy! He will be glad to see Miss Bird. He is watching for her.

The children in that street will watch too. Some of them never saw a flower till Miss Bird came.

burrs	Did you see burrs in the pict-
clapped	ure of Miss Bird?
glee	One day she took some to
worn	Johnnie.

He did not care for them at first.

"Let me show you how to play with burrs," said Miss Bird.

She made them into all kinds of things.

The first ones were boys and girls. How funny they looked all over the bed.

Next, she made baskets and dishes. Then they both made chairs and tables. Johnnie clapped his pale hands with glee.

"You can make more things to-morrow," said Miss Bird.

And Johnnie did. One day he made a town with trees and houses. Next, he tried cats, dogs, and horses. They were very funny ones.

He played with the burrs till they were worn out, and would not stick.

Then his mother burned them.

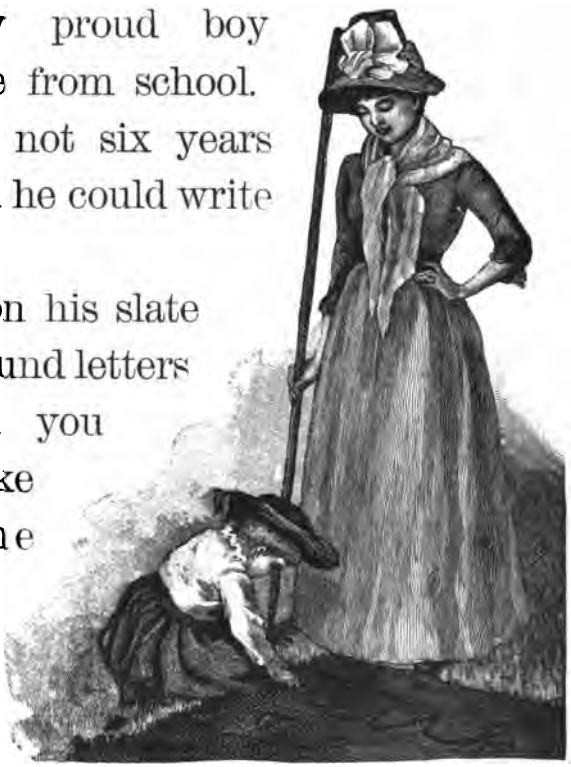
proud	let′ters	fresh	visit
name	years	weeks	wŏrld

A very proud boy came home from school.

He was not six years old yet, and he could write his name.

It was on his slate in pretty round letters

"Would you like to make your name grow in my garden?" asked his mother.



"Why, yes, mamma," said he; "but I don't know how to do that. I never saw a name growing."

His mamma took him out into the garden. A new bed had just been made. The ground was fresh and rich.

"There, write your name in this soft ground, Luke," she said. "Here is a sharp stick."

Luke had to try two or three times. At last he did it well.

"Now sow the seeds in all the letters."

Luke was wild with joy.

"When will the seeds grow?" he asked.

"In a few weeks you will see your name growing green and sweet."

Soon after, Luke went to visit his grandmother.

He was away from home three weeks.

When he came back, he ran at once to the garden.

There was his name—Luke Hays—in pretty green letters.

He ran to call every one in the house to see it.

Soon there were flowers. That was better still. "I shall make my name grow every summer," he said.

"Shall *I* tell you how to make it grow, my boy?" asked his papa.

"Yes, sir," said Luke.

"I know a good way and a bad one. Which shall I tell you?"

"The good one, papa."

"It is by doing all the good you can."

"But where is the garden?

"Right here at home—at school—everywhere.

"When you grow up I hope you will write it in the world."

DOUBLE INITIALS.

FOR WORD STUDY.

Bl.—Blame, bleed, blind, blow, blue.

Br.—Brave, breve, brick, brow, brood.

Cl.—Clap, clean, cling, clock, cluck.

Cr.—Crag, cream, crib, crop, crust.

Dr.—Drag, dream, drive, drop, dry.

Fl.—Flag, flea, flight, flock, flume.

Fr.—Frame, freeze, fright, frock, fruit.

Gl., gr.—Glad, glee, gray, grew, grow.

Pl., pr.—Play, please, prove, proud, prick.

Sc., sk.—Scamp, scold, skip, skate, sky.

Sl.—Slate, sleeve, sloop, sling, slow.

Sm., sn.—Small, smooth, snipe, snow, snug.

Sp.—Span, spell, spill, spool, spout.

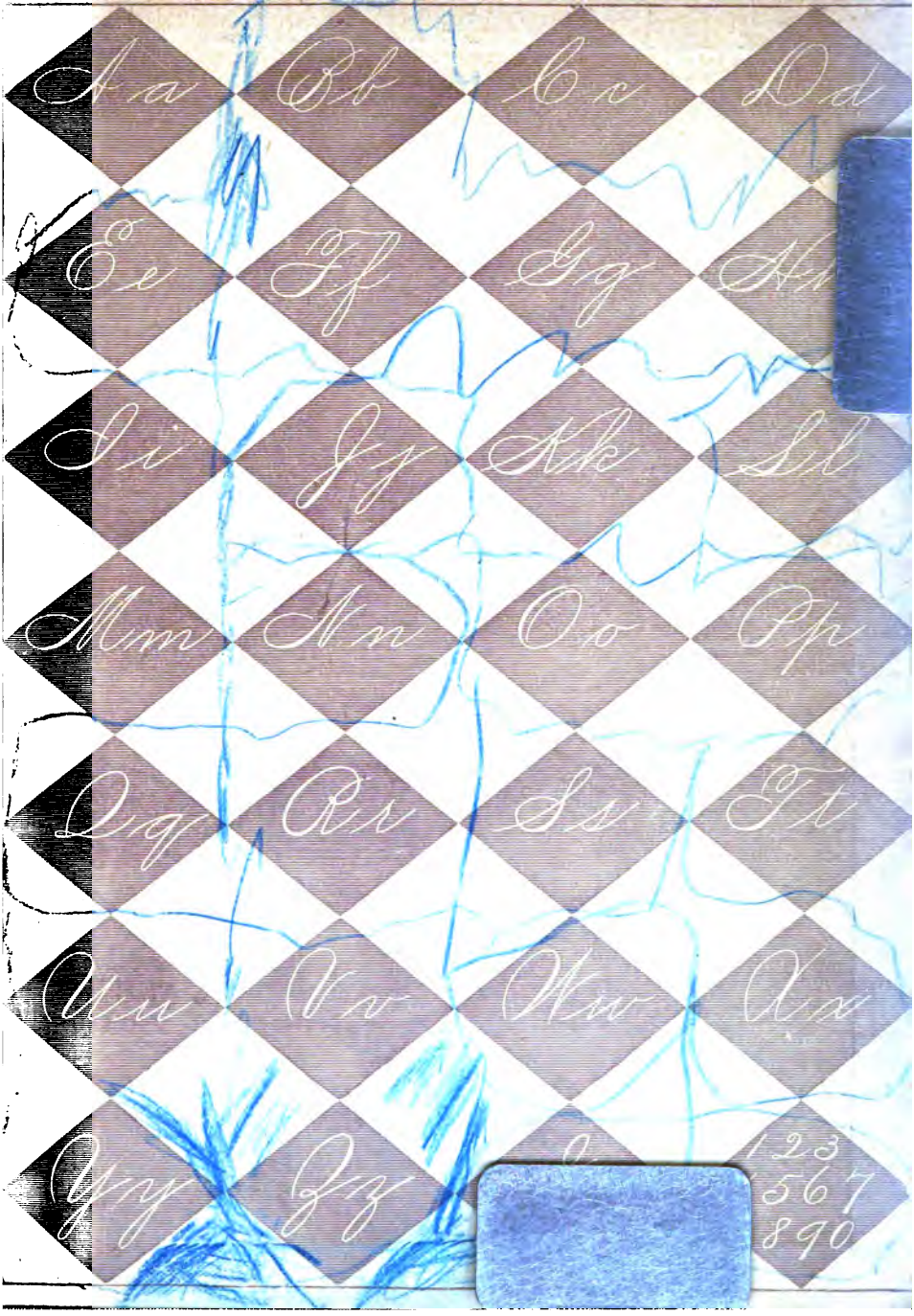
St.—Stamp, step, stick, stump, stop.

Sw., sq.—Swam, sweet, swim, swoop, squeal.

Tr.—Trap, tree, trick, troop, true.

Wr.—Wrap, wreath, write, wrote, wrung.

NOTE.—These lessons are intended to train children in sounds of letters, and give them facility in acquiring new words.


Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww Xx
Yy Zz
1 2 3
5 6 7
8 9 0

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